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ABSTRACT

This short guide examines three types of syllabi that can be used in helping adult English-as-a-second-language (ESL) students develop functional communication skills--grammatical, topical, and functional syllabi. Examples of the types of vocabulary that would be introduced in each curriculum are provided, and the main approaches that would be taken in each of the three types of courses are discussed. The benefits of combining the three approaches when working with adult ESL students are explained. Guidelines are presented for conducting a needs assessment, compiling a language exponents resource notebook, and developing cross-reference lists. Sample tridimensional syllabi for beginning- and intermediate-level students and a sample lesson illustrating the synthesis of the three dimensions (grammar, topics, and functions) conclude the guide. (MN)

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DEVELOPING FUNCTIONAL COMMUNICATION SKILLS IN ADULT ESL STUDENTS

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English as a Second Language curricula are usually based on one of three different approaches to syllabus design: grammatical, topical or functional. An examination of the strengths and weaknesses of these three models suggests that the design of ESL curricula to best meet the needs of adult students is not a matter of choosing one curriculum approach over another, but synthesizing these different approaches into a unified curriculum that covers these various dimensions of language and language-learning.

Three Syllabus Design Approaches

The grammatical syllabus has traditionally been the most common way of organizing and delivering ESL instruction. It is based on the premise that everything in language can be analyzed, and taught, in terms of the structures, or forms, of language.

A typical beginning-level grammatical syllabus would cover structures such as:

To Be
Present Continuous Tense
Singular/Plural
Possessive Nouns
There Is/There Are
This/That/These/Those
Simple Present Tense
Object Pronouns
Adverbs of Frequency
Can
Have to
Going to
Want to
Like to
Simple Past Tense
Indirect Object Pronouns
Count/Non-Count Nouns
Partitives
Some/Any
Future: Will
Might
Comparatives
Superlatives
Should
Possessive Pronouns
Adverbs
Past Continuous Tense
Reflexive Pronouns
Could
Able to
Must
Used to
Fewer/Less
Future Continuous Tense
Indirect Object Pronouns

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A typical intermediate-level grammatical syllabus would cover:

Tense Review
Pronoun Review
Adjective Review
Present Perfect Tense
Present Perfect Continuous Tense
Since/For
Gerunds/Infinitives
Past Perfect Tense
Past Perfect Continuous Tense
Two-Word Verbs
Connectors
Passive Voice
Embedded Questions
Perfect Modals
Present Real Conditional
Present Unreal Conditional
Past Unreal Conditional
Wish-Clauses
Hope-Clauses
Reported Speech
Sequence of Tenses
Tag Questions
Emphatic Sentences

Grammar-based curricula have many positive features. They offer a clear focus on language structures. The learning objectives are specific, identifiable and very manageable. They offer security, in that students and teachers alike know what is expected of them. The array of traditional instructional strategies that are used in grammar-based teaching provide extensive opportunities for drill-like language practice that leads to mastery of the very concrete grammatical learning objectives.

However, grammar-based curricula are deficient in several significant areas. The instructional materials used to deliver such curricula do not usually resemble real communication. The language of grammatical exercises usually exists outside of any real-world context. The language appears as lists of numbered exercises in various formats, one item not usually having any communicative or situational relevance to the next. The lack of authenticity of this grammar-focused language practice prevents any appreciable transfer of that practice to the real communication needs posed by situations outside the classroom.

The topical syllabus, also known as the competency-based or situational syllabus, has come into widespread use in adult ESL programs in recent years. It is essentially based on the premise that language can be analyzed, and taught, in terms of the situations in which language is used.

A topical syllabus would cover topics and situations such as:

AUTOMOBILES: Buying a Car; Maintenance; Operating a Car; Repairs

BANKING: Applying for a Loan; Banking Transactions; Opening an Account; Using an Automated Cash Machine

CLOTHING: Articles of Clothing; Describing Clothing; Selecting Clothing

CONSUMERISM: Expressing Dissatisfaction with Products; Expressing Satisfaction with Products

DEPARTMENT STORE: Locating Facilities; Locating Items; Opening an Account; Purchasing an Item; Returning an Item; Sales; Trying on Clothing

DRIVING: Accidents; Applying for a License; Road Signs; Road Test; Rules of the Road

DRUG STORE: Locating Items; Over-the-Counter Drugs; Prescriptions; Purchasing an Item

EDUCATION: Grades; Parent-Teacher Communication; Registering a Child

EMERGENCIES: Reporting a Home Emergency; Reporting an Accident or Incident; Requesting Help

EMPLOYMENT/GETTING A JOB: Applying for a Job; Describing Personal Background; Identifying Occupations; Inquiring about Job Responsibilities; Inquiring about Wages, Hours and Benefits; Making an Appointment for a Job Interview; Stating Skills and Qualifications

EMPLOYMENT/ON THE JOB: Apologizing and Giving Explanations; Asking about Job Procedures; Asking for Assistance; Asking for Clarification; Asking for and Giving Feedback; Asking Permission; Employee Rights; Giving and Following a Demonstration; Giving and Following Instructions; Giving Correction; Job-Related Injuries; Job Safety; Locating Objects, People and Places; Making Conversation; Making and Fulfilling Requests; Making Suggestions; Offering Assistance; Performance Evaluation; Workplace Requirements

FINANCES: Balancing a Checkbook; Budgeting; Paying Bills

FOOD: Food Items; Describing Food; Recipes

GETTING AROUND TOWN: Identifying Places; Locating Places

GOVERNMENT AND LAW: Citizen Participation; Legal Advice; Obeying Laws and Ordinances

HEALTH: Ailments and Symptoms; Checking into a Hospital or Clinic; Giving a Medical History; Instructions about Medical Treatment; Instructions During a Medical Examination; Making an Appointment; Medical Advice

HOUSING: "Do-It-Yourself" Repairs; Household Fixtures and Appliances; Neighborhood Services; Obtaining Housing; Relations with Neighbors; Securing Repair Services; Tenants' Responsibilities; Tenants' Rights; Utilities

MONEY: Amounts of Money; Change; Coins; Paying for Goods and Services; Using a Vending Machine

PERSONAL INFORMATION: Age; Address; Date of Birth; Education; Family Members; Health; Name; Nationality; Occupation; Social Security Number; Telephone Number; Work Experience

POST OFFICE: Mailing Packages; Using Postal Services

RECREATION: Recreational and Entertainment Activities; Listings and Schedules; Making Reservations; Planning Vacations; Purchasing Tickets

RESTAURANT AND FOOD SERVICES: Placing an Order; Restaurant Services; Selecting Places to Eat; Tipping

SOCIAL COMMUNICATION: Compliments; Invitations; Meeting People; Saying Good-bye; Sharing Information; Sharing Thoughts and Opinions

SUPERMARKET: Locating Items; Purchasing Items

TELEPHONE: Directory Assistance; Leaving and Receiving Messages; Long Distance Calls; Operator Assisted Calls; Using a Pay Phone; Using The Yellow Pages; Wrong Numbers

TRANSPORTATION: Fares; Making Reservations; Modes of Transportation; Passenger Safety; Purchasing Tickets; Requesting Information En Route; Route Information; Schedules

TRAVEL: Accomodations - Checking In; Accomodations - Locating Facilities and Services; Customs and Immigration

WEATHER: Weather Conditions; Weather Forecasts

The topical syllabus offers major contributions to language instruction. First and foremost, the development of a sound topical syllabus must be based on a thorough needs assessment of which particular situations and competencies are relevant to a specific group of students. There is, therefore, a much greater likelihood that instruction based on this syllabus will be relevant to students' backgrounds, needs and aspirations. The topical syllabus is often described in terms of performance objectives, actual concrete outcomes, which helps define teachers' and students' expectations, enhances accountability, and ties instruction closely to the real-life applications of language in community and workplace situations. In addition, the implementation of a topical syllabus often leads to innovative instructional approaches, such as the use of role-plays, simulations, problem-posing and other student-centered, highly participatory activities.

However, the topical syllabus presents certain major weaknesses. Situations or competencies are often focused on exclusively or dominate the curriculum to the extent that the study of grammar is essentially discarded. The topical syllabus, when put into practice, is often nothing more than the learning of key phrases and sentences for use in particular settings. In the style of many travel phrasebooks, the topical syllabus might offer twenty key words and five key sentences for use when ordering food at a restaurant or mailing a package at the post office. What is often lacking, however, is any effort to develop students' productive language ability - the ability to use language flexibly and competently in order to cope not only with the situations prescribed by the topical syllabus, but also any other situations that will arise now and in the future. No matter how conscientious the needs assessment or how situationally relevant the instructional objectives, the purely topical syllabus misses the opportunity to develop students' productive capacity to cope with future needs and situations.

The functional syllabus, sometimes referred to as the functional-notional syllabus, is based on the premise that language can be analyzed, and taught, in terms of the uses to which language is put. A functional syllabus would include many of the following uses of language:

Ability/Inability
Advice-Suggestions
Agreement/Disagreement
Apologizing
Appreciation
Approval/Disapproval
Asking for and Reporting Information
Asking for and Reporting Additional Information
Attracting Attention
Certainty/Uncertainty
Complaining
Congratulating
Correcting
Deduction
Denying/Admitting
Describing
Directions-Location
Disappointment
Fear-Worry-Anxiety
Granting Forgiveness
Gratitude
Greeting People
Identifying
Indifference
Instructing
Intention
Introductions
Invitations
Leave Taking
Likes/Dislikes
Obligation
Offering to Do Something
Offering to Help
Permission
Persuading-Insisting
Possibility/Impossibility
Preference
Probability/Improbability
Promising
Regret
Remembering/Forgetting
Requests
Satisfaction/ Dissatisfaction
Surprise-Disbelief
Sympathizing
Want-Desire
Warning
Wish-Hope

The functional syllabus offers significant strengths. It focuses on developing students' general ability to use language across a wide range of contexts and situations. It can enhance students' productive capacity to creatively and competently apply what they have learned to unlimited and unforeseen future situations. At the intermediate and advanced levels, the functional syllabus can offer students rich exposure to the variety of alternative expressions that can be used to accomplish a particular objective. It also allows for a focus on the different registers used when speaking with employers and other authority figures, co-workers, friends and family members.

The functional syllabus, however, shares a major weakness of the topical syllabus, in that grammar and the development of general language facility are often overlooked. Functional curricula often provide students with extensive lists of expressions that accomplish particular functions of English, but these curricula do not usually provide sufficient practice with the grammar required to produce these expressions correctly. The functional syllabus, therefore, frequently amounts to a descriptive treatment of knowledge about language use, rather than a program of language skills development. In addition, since functions do not lend themselves to a particular sequence of coverage, the functional syllabus is not easily organized, nor is it very applicable to beginning-level instruction.

A Tri-Dimensional Syllabus Design

Most ESL curricula tend to focus exclusively on the one dimension of communication by which they are organized - either grammar, topics or functions. However, these different approaches need not be considered mutually exclusive. Rather, they should be carefully integrated into a comprehensive tri-dimensional syllabus that addresses the language learner's essential goal - to be able to use language correctly in various settings and encounters, or to put it another way, to apply functional language grammatically to relevant topics and situations.

The stages in the development of a tri-dimensional syllabus are as follows:

1. Do a needs assessment to determine the general topic areas and specific performance objectives within these topic areas that must be included in the syllabus. Needs assessment strategies might include student questionnaires and interviews, observation of students in community, workplace or academic settings, and a literature review including descriptions of students' backgrounds and needs as well as existing language curricula. No matter what needs assessment strategies are used, the outcome should be a comprehensive list of performable, observable language objectives.

2. Compile a language exponents resource notebook. Using a list of language functions such as the one in this paper, take each topic area one at a time and brainstorm which functions are used to accomplish the performance obectives under that topic. Organize the resource notebook by functions, and in each functional section keep a record of all the language exponents - the actual expressions, phrases, sentences or even bits of dialogs that are used in particular topics and situations.

3. When the resource notebook is complete, develop two cross-reference lists to analyze and access the information in the notebook.

First, list for each function the topics covered by the language exponents which were brainstormed for that function. For example:

ADVICE-SUGGESTIONS

- Automobiles: Maintenance
- Clothing: Selecting Clothing
- Drug Store: Over-the-Counter Drugs
- Employment/On the Job: Making Suggestions
- Government and Law: Citizen Participation, Legal Advice
- Health: Ailments and Symptoms, Medical Advice
- Housing: Securing Repair Services, Tenants' Rights
- Money: Using a Vending Machine
- Recreation: Recreational and Entertainment Activities
- Restaurant and Food Services: Placing and Order, Selecting Places to Eat
- Supermarket: Purchasing Items
- Telephone: Using The Yellow Pages
- Weather: Weather Conditions

Then, use the list just created to develop for each topic a list of the functions that are used to perform objectives under that topic. For example:

EMPLOYMENT/ON THE JOB

- Apologizing and Giving Explanations: Apologizing, Denying/Admitting
- Asking about Job Procedures: Asking for and Reporting Information
- Asking for Assistance: Requests
- Asking for Clarification: Clarification
- Asking for and Giving Feedback: Approval/Disapproval, Requests, Correcting
- Asking Permission: Permission
- Employee Rights: Fear-Worry-Anxiety
- Giving and Following a Demonstration: Instructing
- Giving and Following Instructions: Instructing
- Giving Correction: Approval/Disapproval, Correcting
- Job-Related Injuries: Attracting Attention, Instructing
- Job Safety: Attracting Attention, Complaining, Possiblity/Impossibilty, Warning
- Locating Objects, People, and Places: Directions-Location, Identifying, Want-Desire
- Making and Fulfilling Requests: Promising, Requests
- Making Suggestions: Advice-Suggestions
- Offering Assistance: Offering to Do Something, Offering to Help
- Performance Evaluation: Asking for and Reporting Information
- Workplace Requirements: Obligation

4. Create a function/grammar matrix by analyzing the language exponents recorded under each function in the resource notebook. Determine which grammatical structures are used most frequently in the performance of each function.

5. Decide which dimension of communication (grammar, topics or functions) will be used to organize the curriculum sequence. The decision should be based on the needs assessment as well as the level of instruction.

In general, beginning-level curricula that devote significant attention to the introduction of vocabulary domains may be best organized by topics. Intermediate-level curricula that aim for mastery of the basic foundations of language should most likely be organized by grammar, or in any case contain a careful progression of grammar coverage. Advanced-level curricula that assume the basic foundation is in place and seek to cover more sophisticated and varied uses of language might be appropriately organized by functions.

6. Whichever dimension of communication is used to organize the curriculum sequence, the two cross-reference lists (Functions/Topics and Topics/Functions) and the function/grammar matrix should now be used in order to cluster curriculum elements. Through this clustering, particular curriculum objectives in any of the three language dimensions are arranged so that they will occur in close proximity and thereby reinforce each other. A grammatically-organized curriculum would therefore seek to cluster elements that belong together topically or functionally. A topically-organized curriculum would cluster elements grammatically or functionally. A functionally-organized curriculum would cluster elements grammatically or topically.

For example, a topically-organized curriculum may cluster together several lessons related to the function Asking about Location, even though these lessons may relate to very different topics such as Getting Around Town, Department Store or Employment On the Job, in order to provide focused practice with the grammatical structures that are commonly used to perform the function across this range of varied topics.

7. Fine-tune the curriculum sequence to maximize the clustering of curriculum elements. Divide the curriculum into instructional units or lessons and begin the development of instructional materials and activities.

Sample Syllabi and Lesson

Sample tri-dimensional syllabi for beginning and intermediate levels follow below. Finally, a sample lesson is included to illustrate the synthesis of the three dimensions - grammar (Count/Noncount Nouns), topics (Supermarket, Food), and functions (Attracting Attention, Asking about Location, Checking Understanding).

Resource:

Molinsky, Steven J. and Bill Bliss. ExpressWays: English for Communication. Englewood Cliffs, New Jersey: Prentice Hall, 1987, 1988.

Tridimensional Syllabus: Beginning Level

Topics	Grammar	Functions
(1)		
Personal Information Social Communication	*To Be *To Be: Yes/No Questions *WH-Questions	Greeting People Introductions Asking for and Reporting Information
(2)		
Telephone Getting Around Town Social Communication	*Subject Pronouns *To Be:Am/Is/Are *To Be: Negative Questions *Present Continuous Tense *Possessive Adjectives WH-Questions	Asking for and Reporting Information Greeting People Identifying Leave Taking
(3)		
Getting Around Town Transportation	*There is *Prepositions of Location *Simple Present Tense *Simple Present Tense vs. To Be *Short Answers *Imperatives	Directions-Location Asking for and Reporting Information Attracting Attention Gratitude
(4)		
Housing Food Supermarket	*Singular/Plural *Count/Non-Count Nouns *This/That/These/Those *There is/There are *Articles *Some/Any Imperatives *Have/Has	Asking for and Reporting Information Want-Desire Directions-Location
(5)		
Employment/Getting a Job Personal Information Money	*Can Simple Present Tense Time Expressions To Be *Past Tense: Preview *May	Asking for and Reporting Information Asking for and Reporting Additional Information Ability/Inability Certainty/Uncertainty

(6)

Health	Imperatives	Asking for and Reporting Information
Drug Store	Have	Instructing
Emergencies	*Should	Advice-Suggestions
	Short Answers	Directions-Location
	Time Expressions	
	*Possessive Nouns	
	Count/Non-Count Nouns	

(7)

Clothing	Singular/Plural	Want-Desire
Department Store	Prepositions of Location	Directions-Location
money	*Adjectives	Satisfaction/ Dissatisfaction
Post Office	*Too + Adjective	Attracting Attention
	*Ordinal Numbers	Gratitude
	*Want to	
	*Question Formation	

(8)

Employment/On the Job [Locating Objects, People & Places; Making & Fulfilling Requests; Asking about Job Procedures; Giving & Following a Demonstration; Following Instructions; Job Safety]	*Past Tense	Requests
	Imperatives	Instructing
	*Object Pronouns	Attracting Attention
	Time Expressions	Approval/Disapproval
	Can	Apologizing
	*Could	
	Adjectives	
	Prepositions of Location	

(9)

Recreation	Past Tense	Want-Desire
Social Communication	WH-Questions	Asking for and Reporting Information
Employment/On the Job	*Future: Going to	Invitations
Weather	Want to	Likes/Dislikes
	*Like to	Intention
	*Have to	Obligation
	Time Expressions	

(10)

Housing	Tense Review	Asking for and Reporting Information
Social Communication	WH-Questions	Greeting People
Personal Information	*Two-Word Verbs	Attracting Attention
	Can	Gratitude
	Could	Appreciation
	*Object Pronouns	
	Possessive Adjectives	
	Time Expressions	

(11)

Employment/On the Job [Making & Fulfilling Requests; Asking for Assistance; Offering Assistance; Apologizing; Asking Permission]	Future: Will Can Could Two-Word Verbs Time Expressions Past Tense Present Continuous Tense Have to	Requests Permission Offering to Do Something Offering to Help Apologizing Obligation

(12)

Telephone Transportation Emergencies	Imperatives Prepositions of Location Future: Will Time Expressions Past Tense Possessive Adjectives Object Pronouns	Asking for and Reporting Information Instructing Identifying Requests

(13)

Food Supermarket Restaurant & Food Services Money	*Partitives *Would Count/Non-Count Nouns Imperatives May	Want-Desire Complimenting Requests Preference Instructing

(14)

Finances Money Banking Housing	Adjectives *Comparatives *Superlatives Ordinal Numbers Past Tense Should Future: Going to Time Expressions	Remembering/Forgetting Describing Agreeing/Disagreeing Certainty/Uncertainty Advice/Suggestions

(15)

Employment/On the Job [Asking for and Giving Feedback; Giving Correction; Job-Related Injuries; Making & Fulfilling Requests; Making Suggestions]	Adjectives Adverbs *Comparative of Adverbs *Reflexive Pronouns Past Tense Imperatives Future: Will Time Expressions *Supposed to *Have Got to *Might	Correcting Approval/Disapproval Obligation Warning Advice-Suggestions Complimenting Promising

(16)

Government & Law	*Impersonal Expressions with "You"	Permission
Driving	Past Tense	Asking for and Reporting Information
Housing	*Past Continuous Tense	Surprise-Disbelief
Employment/On the Job	Future: Going to	Promising
	Future: Will	Focusing Attention
	Have to	
	Should	
	*Ought to	

(17)

Social Communication	Past Tense	Asking for and Reporting Information
Employment/On the Job [Making Conversation; Sharing Thoughts & Opinions]	*Passive Voice	Complimenting
	WH-Questions	Satisfaction/ Dissatisfaction
	Simple Present Tense vs. To Be	Congratulating
	Future: Going to	Sympathizing
	Future: Will	
	Might	
	Adjectives	

(18)

Social Communication	Should	Agreement/Disagreement
Education	Short Answers	Leave Taking
Employment/On the Job [Making Conversation; Sharing Thoughts & Opinions]	Pronoun Review	Obligation
	Have to	Asking for and Reporting Information
	Have Got to	Initiating a Topic
	Time Expressions	Focusing Attention
	Possessive Nouns	

Tridimensional Syllabus: Intermediate Level

Topics	Grammar	Functions
(1)		
Personal Information Social Communiation	Tense Review Question Formation WH-Questions	Asking for and Reporting Information Greeting People Introductions
(2)		
Social Communication	Yes/No Questions Negative Sentences Question Formation Past Tense Future: Going to Future: Will Tense Review	Asking for and Reporting Information Congratulating Sympathizing Intention
(3)		
Telephone Transportation Getting Around Town	Question Formation Negative Sentences Simple Present Tense Past Tense Imperatives Have to/Have Got to *Declarative Sentences with Question Intonation	Asking for and Reporting Information Instructing Directions-Location Attracting Attention
(4)		
Housing Food Supermarket Money	Adjectives Singular/Plural Count/Non-Count Nouns Partitives Pronoun Review Imperatives	Want-Desire Asking for and Reporting Information Directions-Location Describing Complimenting Instructing Surprise-Disbelief

(5)

Employment/Getting a Job	*Present Perfect Tense	Asking for and Reporting Information
Personal Information	*Present Perfect Continuous Tense	Ability/Inability
	*Since/For	Certainty/Uncertainty
	*Present Perfect vs. Past	
	Can	
	Could	
	Able to	
	May	
	Question Formation	
	Short Answers	

(6)

Emergencies	Present Perfect Tense	Asking for and Reporting Information
Health	Since/For	Advice-Suggestions
Drug Store	Present Perfect Continuous Tense	Obligation
	Prepositions of Location	Directions-Location
	Question Formation	Fear-Worry-Anxiety
	Short Answers	Possibility/Impossibility
	Must	
	Have to/Have Got to	
	Need to	
	Supposed to	
	Should/Ought to	
	Might/Could/May	

(7)

Department Store	Prepositions of Location	Want-Desire
Clothing	Adjectives	Asking for and Reporting Information
Post Office	Too	
	Comparatives	Offering to Help
	*One/Ones	Identifying
	Passives	Directions-Location
	Future: Will	Satisfaction/ Dissatisfaction
	Singular/Plural	

(8)

Employment/On the Job [Asking about Job Procedures; Giving & Following a Demonstration/ Instructions; Asking for & Giving Feedback; Making & Fulfilling Requests; Locating Objects, People & Places; Job Safety; Job Responsibilities]	Present Perfect Tense	Instructing
	Present Perfect vs. Past Tense	Requests
	*Past Perfect Tense	Attracting Attention
	*Past Continuous to Express Future Intent	Asking for and Reporting Information
	*Embedded Questions	Obligation
	Two-Word Verbs	
	Passives	
	Supposed to	

(9)

Recreation	*Gerunds/Infinitives	Want-Desire
Restaurant and Food Services	Would	Preference
Social Communication	Present Perfect Tense	Advice-Suggestions
	Count/Non-Count Nouns	Invitations
	Partitives	Indifference
	Adjectives	
	Supposed to	
	Can/Able to	
	Have to/Have Got to	

(10)

Housing	Embedded Questions	Greeting People
Social Communication	Gerunds	Offering to Help
	Infinitives	Requests
	*Noun Clauses	Gratitude
	Time Expressions	Appreciation
	Must	Advice-Suggestions
	Should/Ought to	Permission
	Could	
	Have to	
	Short Answers	

(11)

Employment/On the Job [Offering Assistance; Making & Fulfilling Requests; Asking for Assistance; Apologizing & Giving Explanations; Asking Permission]	Would	Requests
	Gerunds	Permission
	*Want + Object + Inf.	Offering to Do Something
	Reflexive Pronouns	Apologizing
	Present Continuous Tense	
	Present Perfect Tense	
	*Should Have	
	Will	
	Can/Could/Able to	
	Have to/Have Got to	
	Need to/Supposed to	

(12)

Telephone	Embedded Questions	Asking for and Reporting Information
Transportation	*Reported Speech	Instructing
	Noun Clauses	Correcting
	Imperatives	
	Time Expressions	
	Short Answers	

(13)

Finances	Embedded Questions	Remembering/Forgetting
Banking	Passives	Asking for and Reporting Information
Housing	Present Perfect Tense	Intention
	Time Expressions	
	Should/Ought to	
	Have to/Have Got to	
	Need to	

(14)

Education	Impersonal Expressions with "You"	Permission
Government and Law	Reported Speech	Requests
Driving	*Sequence of Tenses	Asking for and Reporting Information
	Embedded Questions	Approval/Disapproval
	Passives	Possibility/ Impossiblity
	Past Tense	
	Must	
	Gerunds/Infinitives	
	*Should Have	
	*Could Have	
	*Might Have	
	Short Answers	

(15)

Employment/On the Job [Asking for and Giving Feedback; Giving Correction; Job Safety; Job-Related Injuries; Making and Fulfilling Requests; Making Suggestions]	*Present Real Conditional	Correcting
	Future: Will	Approval/Disapproval
	*Had Better	Attracting Attention
	Present Continuous Tense	Warning
	Past Tense	Promising
	Present Perfect Tense	Advice-Suggestions
	Could Have	Asking for Repetition
	Might	
	Should/Ought to	
	Short Answers	

(16)

Consumerism	Sequence of Tenses	Complaining
Government and Law	Reported Speech	Satisfaction/ Dissatisfaction
Housing	*Present Unreal Conditional	Advice-Suggestions
Employment/On the Job	Noun Clauses	Persuading-Insisting
	One/Ones	
	*Negative Questions	
	Tense Review	
	Gerunds	
	Should/Ought to	
	Short Answers	

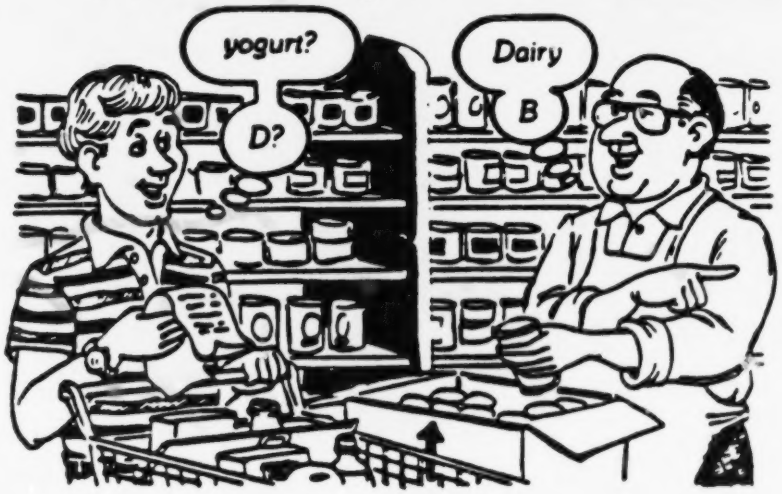
(17)

Social Communication	*Emphatic Sentences	Agreement/Disagreement
Employment/On the Job	*Tag Questions	Likes/Dislikes
[Making Conversation;	*Wish-Clauses	Regret
Sharing Thoughts &	*Hope-Clauses	Wish-Hope
Opinions]	Present Unreal Conditional	Satisfaction/ Dissatisfaction
	Past Perfect Tense	Complimenting
	Question Formation	
	Gerunds	
	Past Tense	
	Adjectives	

(18)

Social Communication	Sequence of Tenses	Agreement/Disagreement
Employment/On the Job	Reported Speech	Leave Taking
[Making Converation;	Tag Questions	Clarification
Sharing Thoughts &	Have to/Have Got to	Interrupting
Opinions]	Need to	Initiating Conversations
	Supposed to	Focusing Attention
	Short Answers	Checking and Indicating Understanding
		Asking for Repetition
		Initiating a Topic

It's in the Dairy Section, Aisle B



A. Excuse me. Where can I find yogurt?

B. Yogurt? It's in the Dairy Section, Aisle B.

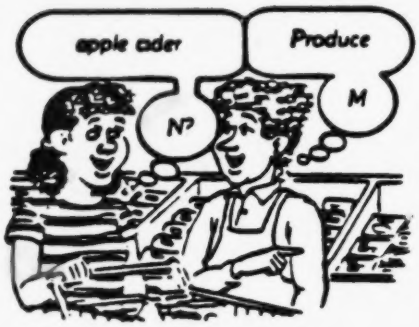
A. I'm sorry. Did you say Aisle D?

B. No. "B."

A. Oh. Thanks very much.

B. You're welcome.

1.

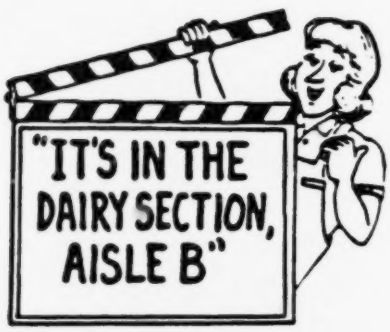


2.

3.

4.

5.



Now present your own conversations.